

Cedar Hill Independent School District

Cedar Hill High School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The mission of Cedar Hill High School is to prepare all scholars to excel at life beyond high school.

Vision

The vision of Cedar Hill High School is to provide every scholar the skills they need to maximize their full potential.

Motto

Excellence, Everywhere, Everyday.

Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	4
Student Learning	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	14
Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready	14
Goal 2: Increase the percentage of 3rd grade (all students) scholars reading at or above grade level	17
Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above	25
Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities	29

Comprehensive Needs Assessment

Revised/Approved: January 29, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

The Cedar Hill High School Needs Assessment provides a comprehensive analysis of the school's current performance, focusing on key areas such as student achievement, instructional practices, school climate, and stakeholder perceptions. Data from the 2024 STAAR End-of-Course assessments, TSIA 2, and YouthTruth surveys have been analyzed to identify strengths and areas for improvement. The assessment reveals strong performances in subjects like US History and Biology, but significant achievement gaps in Algebra I, English I, and English II. In addition, perceptions of school quality, relationships, safety, and discipline have shown positive trends, although they remain in the lower quartile compared to other Texas schools. Root causes identified include inconsistent instructional practices, gaps in intervention coordination, and barriers to student engagement. This needs assessment will guide the development of targeted strategies aimed at improving academic outcomes, school culture, and overall student support.

Demographics

Demographics Summary

Cedar Hill High School is the only comprehensive high school of the Cedar Hill, Texas community. Many of our students are multi-generational Longhorns and several of our staff are graduates of CHHS. We boast strong Academic, Fine Arts, CTE and Athletic programs as well as our Early College Academy that is striving to be a designated Early Collège High School.

2024 -2025 Enrollment & Demographics

Enrollment Data		
Student Grade	Number	Percent
9	447	23%
10	500	25%
11	483	24%
12	553	28%
Total	1983	
Female	923	47%
Male	1062	54%
Economically Disadvantaged	1170	59%
Emergent Bilingual	145	7%
At-Risk	886	45%
Special Education	225	11%
504	160	8%
Dyslexia	79	4%
Gifted & Talented	84	4%
Homeless	19	1%
African American	1334	67%
Hispanic	508	26%
Two/More	64	3%
White	54	3%
Asian	15	< 1%

<u>Enrollment Data</u>		
American Indian	8	< 1%
Pacific Islander	2	< 1%
<u>Attendance</u>		
2023 -2024	2022-2023	2021-2022
91.26%	90.30%	88.50%
<u>Chronic Absenteeism</u>		
2022-2023	2021-2022	
34.20%	42.40%	
<u>4 Yr Graduation Rate</u>		
2022-2023	2021-2022	
88.20%	83.60%	
<u>Top Three Disciplinary Referrals</u>		
Tardiness		
Class Cutting		
Disruptive Behavior		

<u>Teacher/Staff Information</u>
90% of teachers returned for the 2024 - 2025 School Year
69% of teaching staff are fully credential.

Demographics Strengths

Attendance

The Average Daily Attendance is trending positive.
The Chronic Absenteeism (greater than 10% absent) is declining.
Student enrollment is consistent with recent years.

Teacher Retention

90% of current staff returned from the 2023 - 2024 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 69% of the teaching staff at Cedar Hill High School are fully credentialed. This gap contributes to inconsistencies in instructional quality and may impact student outcomes, particularly in core subject areas.

Root Cause: Root causes include challenges in recruiting and retaining fully credentialed teachers, limited access to professional development opportunities for educators pursuing certification, and competitive pressures from neighboring districts offering higher salaries.

Problem Statement 2: Analysis of attendance data reveals that a substantial percentage of students cross the threshold of chronic absenteeism (10% or more days missed). This trend negatively impacts student achievement, engagement, and overall campus performance metrics.

Root Cause: Lack of effective communication with families about the importance of consistent attendance, insufficient intervention strategies as well as student and parent apathy.

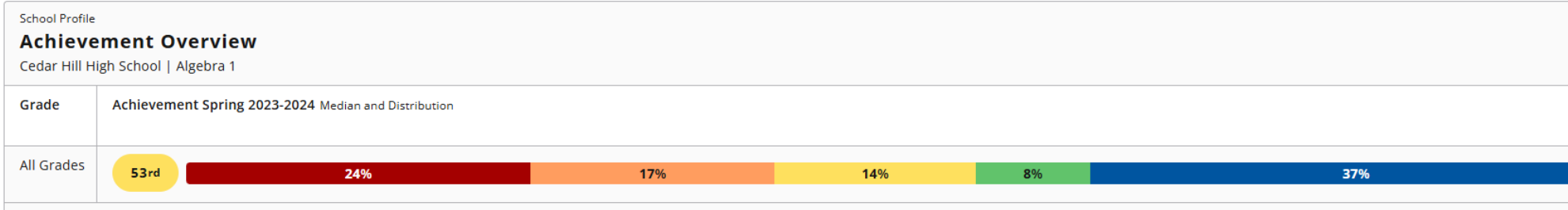
Student Learning

Student Learning Summary

STAAR End of Course	Approaches	Meets	Masters
English I	58%	36%	6%
English II	65%	43%	2%
Algebra I	63%	13%	2%
US History	93%	49%	18%
Biology	84%	32%	5%
TSIA 2		≥ Criterion	
Reading		21%	
Math		20%	

Algebra I 2023 - 2024 NWEA MAP Growth

Cedar Hill High School



Student Learning Strengths

Cedar Hill High School students demonstrate notable strengths in several areas of academic achievement, as reflected in the 2024 STAAR End-of-Course (EOC) assessment data.

- **US History:** The strongest area of performance, with 93% of students achieving at the "Approaches Grade Level" standard, 49% meeting the "Grade Level," and 18% mastering the standard, indicating a solid foundation and high levels of comprehension in social studies.
- **Biology:** A strong majority (84%) of students reached the "Approaches Grade Level" standard, highlighting consistent foundational knowledge in science.
- **English I and II:** Significant proportions of students are meeting grade-level expectations in English I (38%) and English II (43%), reflecting steady progress in literacy and analytical skills.
- **Algebra I:** Despite challenges, over 63% of students demonstrated foundational understanding by achieving the "Approaches Grade Level" standard, showcasing potential for continued

growth in mathematics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Cedar Hill High School has gaps in core subjects, as shown by 2024 STAAR and TSIA 2 data. US History and Biology show strengths, English I (38% meeting grade level, 6% mastery), English II (43%, 2%), and Algebra I (13%, 2%) show significant room for improvement. TSIA 2 results highlight college readiness concerns, with only 20% of graduates meeting math and 21% meeting reading criteria.

Root Cause: Performance disparities at Cedar Hill High School are due to inconsistent instructional practices and limited differentiation to meet diverse student needs. Gaps in targeted interventions and college readiness supports also contribute to lower achievement in key areas.

Problem Statement 2 (Prioritized): 59% Cedar Hill High School Scholars who took Algebra I during the 2023 - 2024 School year demonstrated growth as measured by the NWEA MAP Assessment.

Root Cause: Limited student engagement or motivation negatively impacts growth. Interventions and support systems not used consistently. Additionally, high absenteeism hindered student growth.

School Processes & Programs

School Processes & Programs Summary

Cedar Hill High School promotes high-quality instruction through weekly Professional Learning Communities (PLCs) that focus on pacing guide adherence, the Fundamental Five, and data-driven practices using DCCAs and Checkpoint assessments. Administrators conduct instructional walks to ensure fidelity in the implementation of best practices. PLCs engage in data reflection activities to refine teaching strategies, while Sirius is used for on-level interventions and Exact Path fills learning gaps to support personalized student progress.

Response to Intervention

Rti meetings are held with the core principal, teacher and the instructional specialists to review the interventions and HB 1416 strategies and develop a response to the data. Every class has a 30 minute "Longhorn" time used for interventions.

Data Collection

CHHS uses NWEA MAP Assessments, Locally Developed Assessments (DCCA), and Interim Assessments as universal screeners to collect data on scholar success.

Technology

All scholars are issued a Chromebook. All teacher have smart board in their classroom and are issued a device for their use. Schoology is implemented as a tool share assignments with scholars.

Extra-Curricular

CHHS has a variety of extra-curricular activities that include fine arts, athletics, ROTC, CTE clubs, etc.

School Processes & Programs Strengths

Cedar Hill High School demonstrates a strong commitment to continuous improvement through regular data reflection activities within Professional Learning Communities (PLCs) and a robust Response to Intervention (RTI) process. Teachers actively analyze data from NWEA MAP Assessments, DCCAs, and interim assessments, along with other formative measures, to identify student needs and adjust instructional strategies. RTI meetings are held with the core principal, teachers, and instructional specialists to review interventions, HB 1416 strategies, and develop responses based on the data. Additionally, every class has a 30-minute "Longhorn" time dedicated to interventions. This data-driven approach fosters a collaborative environment where educators share insights and best practices, ensuring targeted interventions are implemented to support student growth across all subjects. Cedar Hill High School also leverages technology effectively, with each scholar receiving a Chromebook and classrooms equipped with smart boards. Schoology is utilized to share assignments, and a variety of extra-curricular activities, including fine arts, athletics, ROTC, and CTE clubs, further enrich student development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Cedar Hill High School's processes and programs lack full alignment to drive consistent student achievement. While weekly PLCs and assessments are in place, they aren't always applied effectively to improve instruction. Out-of-school interventions struggle due to transportation issues and student apathy. A cohesive approach is needed to improve student outcomes and provide support for scholars.

Root Cause: Inconsistent alignment between instructional practices and intervention programs, along with barriers like transportation and student disengagement, limits the effectiveness of student support. The lack of coordinated, data-driven strategies prevents timely and targeted interventions for struggling learners.

Perceptions

Perceptions Summary

Based on the 2024 Youth Truth data below there are positive increases in perceptions in the areas of Quality Education, Relationships, Safety and Discipline.

Quality of Education

Selected Subgroup: High				
Question	Student	Percent Change	Family	Percent Change
MS/HS Student: I am getting a high-quality education at this school. Family: My child is getting a high-quality education at this school. Staff: Students are getting a high-quality education at this school.	33%	+2	54%	+10
<div><div></div> 0th-24th</div> <div><div></div> 25th-49th</div> <div><div></div> 50th-74th</div> <div><div></div> 75th-100th</div>				

Relationships

Selected Subgroup: High				
Question	Student	Percent Change	Family	Percent Change
ES Student: Do you think your teacher cares about you? Family: Teachers and students care about each other. Staff: Staff and students care about each other.	33%	+4	57%	+18
<div><div></div> 0th-24th</div> <div><div></div> 25th-49th</div> <div><div></div> 50th-74th</div> <div><div></div> 75th-100th</div>				

Safety

Selected Subgroup: High				
Question	Student	Percent Change	Family	Percent Change
ES Student: Do you feel safe at school? MS/HS Student: I feel safe during school. Family: My child's learning environment is safe.	33%	+4	57%	+18
<div><div>0th-24th</div><div>25th-49th</div><div>50th-74th</div><div>75th-100th</div></div>				

Discipline

Selected Subgroup: High				
Question	Student	Percent Change	Family	Percent Change
MS/HS Student: Discipline in this school is fair. Family: Discipline in this school is fair. Staff: Discipline in this school is fair.	24%	-2	54%	+4
<div><div>0th-24th</div><div>25th-49th</div><div>50th-74th</div><div>75th-100th</div></div>				

Perceptions Strengths

Based on the 2024 Youth Truth data, Cedar Hill High School has shown positive increases in key areas of professional perceptions, including Quality Education, Relationships, Safety, and Discipline. These improvements reflect a growing commitment to fostering a supportive and effective learning environment, where students feel valued, safe, and engaged, while receiving a high-quality education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although perceptions of Quality Education, Relationships, Safety, and Discipline have improved, Cedar Hill High School's 2024 Youth Truth data shows these perceptions are still in the lower quartile compared to other Texas schools. This indicates that while progress is being made, further efforts are needed to enhance the overall student experience.

Root Cause: The gap in perceptions may stem from inconsistent communication and engagement with students, as well as gaps in addressing their social-emotional needs. There may be a need for more targeted efforts to create a consistently positive school culture contribute to the lower rankings in comparison to other Texas schools.

Priority Problem Statements

Problem Statement 1: Cedar Hill High School has gaps in core subjects, as shown by 2024 STAAR and TSIA 2 data. US History and Biology show strengths, English I (38% meeting grade level, 6% mastery), English II (43%, 2%), and Algebra I (13%, 2%) show significant room for improvement. TSIA 2 results highlight college readiness concerns, with only 20% of graduates meeting math and 21% meeting reading criteria.

Root Cause 1: Performance disparities at Cedar Hill High School are due to inconsistent instructional practices and limited differentiation to meet diverse student needs. Gaps in targeted interventions and college readiness supports also contribute to lower achievement in key areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 59% Cedar Hill High School Scholars who took Algebra I during the 2023 - 2024 School year demonstrated growth as measured by the NWEA MAP Assessment.

Root Cause 2: Limited student engagement or motivation negatively impacts growth. Interventions and support systems not used consistently. Additionally, high absenteeism hindered student growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Cedar Hill High School's processes and programs lack full alignment to drive consistent student achievement. While weekly PLCs and assessments are in place, they aren't always applied effectively to improve instruction. Out-of-school interventions struggle due to transportation issues and student apathy. A cohesive approach is needed to improve student outcomes and provide support for scholars.

Root Cause 3: Inconsistent alignment between instructional practices and intervention programs, along with barriers like transportation and student disengagement, limits the effectiveness of student support. The lack of coordinated, data-driven strategies prevents timely and targeted interventions for struggling learners.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although perceptions of Quality Education, Relationships, Safety, and Discipline have improved, Cedar Hill High School's 2024 Youth Truth data shows these perceptions are still in the lower quartile compared to other Texas schools. This indicates that while progress is being made, further efforts are needed to enhance the overall student experience.

Root Cause 4: The gap in perceptions may stem from inconsistent communication and engagement with students, as well as gaps in addressing their social-emotional needs. There may be a need for more targeted efforts to create a consistently positive school culture contribute to the lower rankings in comparison to other Texas schools.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Goals

Revised/Approved: January 29, 2025

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready

Performance Objective 1: Increase the percentage of scholars graduating College, Career, and Military Ready (CCMR) to from 77% as measured on the 2022 -2023 TAPR to 87% by June, 2025.




High Priority





HB3 Goal







Evaluation Data Sources: Texas Academic Performance Report, Student Assessment Data (Industry-Based Certifications, SAT, ACT, TSIA, AP).

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increase the percentage of scholars graduating College, Career, and Military Ready (CCMR) as measured on the 2022 -2023 TAPR to 90% by June, 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
<p>Strategy 1: To improve student performance on Industry-Based Certification assessments, Cedar Hill High School will create benchmark assessments aligned with certification standards. These benchmarks will be administered at the end of the first semester to monitor progress and adjust instructional strategies as needed. Data from these assessments will guide targeted interventions to ensure students are adequately prepared for certification exams.</p> <p>Strategy's Expected Result/Impact: The implementation of benchmark assessments will provide timely data to adjust instruction, ensuring students are better prepared and increasing the success rate on Industry-Based Certification assessments with a goal of increasing the IBC success rate from 24.6% as measured on the 2022 - 2023 TAPR to 30% by June, 2025.</p> <p>Staff Responsible for Monitoring: The assistant principal over CTE and the teachers who teach IBC courses.</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>				

Strategy 2 Details		Reviews			
<p>Strategy 2: To enhance student preparedness for the TSIA2, Cedar Hill High School will partner with Mastery Prep to conduct targeted TSIA Bootcamps prior to the fall assessment. These boot camps will focus on critical skills and test-taking strategies to improve student performance. Data from practice tests will guide additional support and interventions for students needing further preparation.</p> <p>Strategy's Expected Result/Impact: The TSIA2 Bootcamps will improve student readiness, leading to an increase of scholars meeting criterion on both Math and Reading TSIA2 from 14.5% as measured on the 2022 - 2023 TAPR to 20% by June, 2025.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>		Formative			Summative
		Feb	Apr	June	Aug
					
Strategy 3 Details		Reviews			
<p>Strategy 3: To ensure AP teachers are well-prepared and aligned with College Board standards, they will complete all required training programs recommended by College Board to enhance their instructional skills and subject knowledge. Additionally, AP teachers will administer the Benchmark Assessments provided by College Board to evaluate student progress and identify areas for targeted improvement. This combined approach will foster a consistent and data-driven teaching environment, improving student outcomes in AP courses.</p> <p>Strategy's Expected Result/Impact: The assessments will provide a familiarity of the assessment and data will help guide instruction. AP teachers will be better prepared to increase the success of the scholars from 11.3% meeting AP criterion as measured on the 2022 - 2023 TAPR to 15% by June, 2025.</p> <p>Staff Responsible for Monitoring: AP teachers, assistant principal and the principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative			Summative
		Feb	Apr	June	Aug
					

Strategy 4 Details	Reviews			
<p>Strategy 4: To increase the percentage of scholars earning an associate degree the campus will expand dual credit opportunities and implement targeted support programs. This includes offering a Summer Bridge course to help scholars transition to college-level coursework, strengthening the relationship with the Dallas College Success Coach by providing an on-campus workspace and opportunities for scholars to meet with her regularly, and launching a College Transition course for freshmen Dual Credit students to ensure early preparation and success. These initiatives will ensure students receive the academic, social, and logistical support needed to stay on track for associate degree completion.</p> <p>Strategy's Expected Result/Impact: These initiatives will ensure students receive the academic, social, and logistical support needed to stay on track for associate degree completion with a goal of increasing associate degree graduates from 6.2% as measured on the 2022 - 2023 TAPR to 10% by June, 2025.</p> <p>Staff Responsible for Monitoring: Associate Principal for Early College Academy (ECA), counselor for ECA and campus principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Feb	Apr	June	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

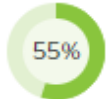



Performance Objective 1: Increase the percentage of scholars scoring Meets level or Above on the English I EOC from 36% as measured on the 2023 -2024 TAPR to 46% by June, 2025.






High Priority







Evaluation Data Sources: 2025 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Pending 2025 STAAR EOC Data Release

Strategy 1 Details	Reviews			
Strategy 1: To enhance instructional effectiveness, Cedar Hill High School teachers will implement aggressive monitoring through the use of the Fundamental Five framework. Strategy's Expected Result/Impact: Student engagement and academic performance will improve, as teachers will be able to address misconceptions in real time and provide personalized support. Staff Responsible for Monitoring: Assistant principal, Principal, Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments within their Individual Learning Plan with a goal of 90% of scholars mastering 2 skills (earning two "trophies") per marking period. Strategy's Expected Result/Impact: Individual scholar learning gaps will be closed in order to help the scholar achieve grade level learning with a goal of scholars improving so the campus increases "Approaches" from 58% as measured on 2023 - 2024 TAPR to 70% and meets the above Performance Objective. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 3 Details		Reviews			
<p>Strategy 3: Cedar Hill High School will utilize Longhorn Time, a dedicated 30-minute intervention period in every class, to provide targeted academic support for students who need additional help. Teachers will use this time to address individual student needs, review challenging concepts, and offer remediation or enrichment activities. Data from assessments will guide the focus of these sessions to ensure all students receive the necessary interventions to improve their academic performance. This is a common campus strategy used for all courses.</p> <p>Strategy's Expected Result/Impact: his dedicated intervention period will lead to increased mastery of concepts. Students who need additional support will demonstrate measurable improvement in their academic performance, particularly in areas identified through DCCA, checkpoint assessments, MAP assessments and State interim assessments. This dedicated intervention period will lead to increased mastery of challenging concepts, reducing the number of students needing remediation and contributing to overall higher course success rates across all subjects.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principal, Principal & Teacher of the subject area.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>		Formative			Summative
		Feb	Apr	June	Aug
					
Strategy 4 Details		Reviews			
<p>Strategy 4: Scholars will complete weekly standards assignments in Sirius with a goal of 80% of scholars earning a 70% or higher on completed standards lessons on 4 out of 6 attempts per marking period. This is a common strategy in all EOC tested courses.</p> <p>Strategy's Expected Result/Impact: Scholars will increase grade level knowledge of the content area to increase the success rates on the English I EOC. The campus will show an increase of scholars meeting "Approaches" from 58% as measured on 2023 - 2024 TAPR to 70% while meeting the above Performance Objective.</p> <p>Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative			Summative
		Feb	Apr	June	Aug
					

Strategy 5 Details		Reviews			
Strategy 5: English teachers will design and implement a "Rotating Review" program targeting specific Essential Knowledge & Skills (TEKS). These in-house review sessions will occur during the school day, with each teacher specializing in a different set of TEKS. Scholars will rotate through the teachers' classes to receive focused instruction on key content areas. Strategy's Expected Result/Impact: The campus will show an increase of scholars meeting "Approaches" from 58% as measured on 2023 - 2024 TAPR to 70% while meeting the above Performance Objective. Staff Responsible for Monitoring: Assistant principal and teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
				N/A	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 2: Increase the percentage of 3rd grade (all students) scholars reading at or above grade level





Performance Objective 2: Increase the percentage of scholars scoring Meets level or Above on the English II EOC from 43% to 53% by June, 2025.



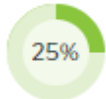



High Priority

Evaluation Data Sources: 2025 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Pending 2025 STAAR EOC Data Release

Strategy 1 Details	Reviews			
Strategy 1: To improve instructional effectiveness, Cedar Hill High School teachers will adopt aggressive monitoring as a focus of the planning. Strategy's Expected Result/Impact: Student engagement and academic performance will increase as teachers address misconceptions in real time and offer tailored support. Staff Responsible for Monitoring: Teacher, Instructional Specialist, assistant principal and the campus principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Cedar Hill High School will implement a 30-minute Longhorn Time in each class to offer tailored academic support for students needing extra assistance. Teachers will utilize this period to address individual learning gaps, reinforce difficult concepts, and provide opportunities for remediation or enrichment. The focus of these sessions will be guided by data from assessments to ensure that all students receive the interventions necessary to improve their academic achievement. Strategy's Expected Result/Impact: The intervention period will enhance mastery of challenging concepts. Students needing extra support will show measurable improvement in academic performance, particularly in areas identified through DCCA, checkpoint assessments, MAP assessments, and State interim assessments. This focused approach will reduce the need for remediation and lead to higher success rates across all courses. Staff Responsible for Monitoring: Instructional Specialist, Assistant Principal, Principal & Teacher of the subject area. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 3 Details		Reviews			
Strategy 3: Scholars will complete weekly standards-based assignments in Sirius, with the goal of 80% of students scoring 70% or higher on at least 4 out of 6 attempts per marking period. This strategy is commonly used across all EOC-tested courses. Strategy's Expected Result/Impact: Scholars will strengthen their grade-level understanding of the content to improve success rates on the English I EOC. The campus aims to increase the percentage of scholars meeting the "Approaches" standard from 65% on the 2023-2024 TAPR to 75%, aligning with the Performance Objective. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
					
Strategy 4 Details		Reviews			
Strategy 4: Scholars will dedicate at least 40 minutes each week to working on Exact Path lessons and assessments within their Individual Learning Plan, with the objective of having 90% of scholars master 2 skills (earning two "trophies") per marking period. Strategy's Expected Result/Impact: Scholars' individual learning gaps will be closed to help them achieve grade-level proficiency, aiming to raise the campus "Approaches" rate from 65% on the 2023-2024 TAPR to 75% and meet the Performance Objective. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
					
Strategy 5 Details		Reviews			
Strategy 5: English teachers will create and implement a "Rotating Review" focused on key Essential Knowledge & Skills (TEKS). These in-house review sessions will be held during the school day, with each teacher focusing on a specific TEKS area. Scholars will rotate through the teachers' classes for targeted support on essential content. Strategy's Expected Result/Impact: Scholars will enhance their grade-level knowledge to improve success rates on the English I EOC. The campus aims to raise the percentage of scholars meeting the "Approaches" standard from 65% on the 2023-2024 TAPR to 75%, as well as the Performance Objective. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
					



No Progress



Accomplished



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Goal 2: Increase the percentage of 3rd grade (all students) scholars reading at or above grade level





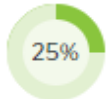


Performance Objective 3: 70% of Spring 2025 EOC retesters will earn Approaches or higher on the English I & English II EOC









High Priority

Evaluation Data Sources: 2025 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Recommendation to continue cohort practice for English I & II with re-testers.

Strategy 1 Details	Reviews			
Strategy 1: Scholars who need to retest will be enrolled in their required English course by cohorts with other scholars who need to retest. Strategy's Expected Result/Impact: The teacher will be able to focus lessons on knowledge and skills that prepare the scholars for EOC success. Staff Responsible for Monitoring: Counselors, Assistant Principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments with a goal of earning two "trophies" per grading cycle. Strategy's Expected Result/Impact: Individual scholar learning gaps will be closed in order to help the scholar achieve grade level learning. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Scholars will complete weekly standards assignments in Sirius with a goal of earning a 70% or higher on 4 out of 6 attempts. Strategy's Expected Result/Impact: Scholars will increase grade level knowledge of the content area to increase the success rates on the EOC. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: The English teachers will develop and implement "Boot Camps" that will focus on specific Essential Knowledge & Skills. These camps will be in-house during the school day. The teachers will each focus on TEKS as a specialty and the scholars will rotate between those teachers' classes. Strategy's Expected Result/Impact: Scholars will show growth on their EOC and the campus will have an increase of scholars earning "Approaches" or higher. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above







Performance Objective 1: Increase the percentage of scholars scoring Meets level or Above on the Algebra I EOC from 13% as measured on the 2023 - 2024 TAPR to 30% by June, 2025.

High Priority

Evaluation Data Sources: 2025 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Pending 2025 TAPR

Strategy 1 Details	Reviews			
Strategy 1: Cedar Hill High School will utilize Longhorn Time, a dedicated 30-minute intervention period in every class, to provide targeted academic support for students in Algebra I, who need additional help. Teachers will use this time to address individual student needs, review challenging concepts in Algebra I, and offer remediation or enrichment activities. Data from assessments will guide the focus of these sessions to ensure all students receive the necessary interventions to improve their academic performance in Algebra I. Strategy's Expected Result/Impact: The expected result is that Algebra I students will demonstrate improved understanding of key concepts, leading to higher performance on assessments and increased mastery of grade-level content. This targeted intervention will contribute to raising the percentage of students meeting the "Approaches" standard in Algebra I from 63% as measured on the 2023-2024 TAPR to 73% by June 2025. Staff Responsible for Monitoring: The Assistant principal, Instructional Specialist and the Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: In Algebra I, scholars will dedicate at least 40 minutes each week to working on Exact Path lessons and assessments within their Individual Learning Plan, with the goal of having 90% of scholars master 2 skills (earning two "trophies") per marking period. This focused effort will contribute to improving overall Algebra I performance and help increase the percentage of students meeting the "Approaches" standard from 63% on the 2023-2024 TAPR to 73% by June 2025. Strategy's Expected Result/Impact: 90% of Algebra I scholars will master 2 skills per marking period, as measured by Exact Path lessons and assessments. This consistent progress will contribute to raising the percentage of students meeting the "Approaches" standard in Algebra I from 63% on the 2023-2024 TAPR to 73% by June 2025. Staff Responsible for Monitoring: Assistant principal, instructional specialist and teacher.	Formative			Summative
	Feb	Apr	June	Aug
				



No Progress



Accomplished



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Discontinue

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above

Performance Objective 2: 70% of Spring 2025 EOC retesters will earn Approaches or higher on the Algebra I EOC

High Priority
Evaluation Data Sources: 2025 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP







Strategy 1 Details	Reviews			
Strategy 1: Cedar Hill High School will utilize Longhorn Time, a dedicated 30-minute intervention period in every class, to provide targeted academic support for students who need additional help. Teachers will use this time to address individual student needs, review challenging concepts, and offer remediation or enrichment activities. Data from assessments will guide the focus of these sessions to ensure all students receive the necessary interventions to improve their academic performance. Strategy's Expected Result/Impact: Improved performance on Algebra I Assessments. Staff Responsible for Monitoring: Assistant Principal, Teacher, Instructional Specialist and Principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: All scholars who have not passed the Algebra I EOC will be enrolled in Algebraic Reasoning to focus instruction on the foundations of Algebra. Strategy's Expected Result/Impact: Scholars who have not yet passed the Algebra I EOC will pass the assessment. Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 3 Details		Reviews			
Strategy 3: Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments with a goal of earning two "trophies" per grading cycle. Strategy's Expected Result/Impact: Individual scholar learning gaps will be closed in order to help the scholar achieve grade level learning. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
					
Strategy 4 Details		Reviews			
Strategy 4: Scholars will complete weekly standards assignments in Sirius with a goal of earning a 70% or higher on 4 out of 6 attempts. Strategy's Expected Result/Impact: Scholars will increase grade level knowledge of the content area to increase the success rates on the EOC. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
					
Strategy 5 Details		Reviews			
Strategy 5: The Algebra I teachers will develop and implement "Boot Camps" that will focus on specific Essential Knowledge & Skills. These camps will be in-house during the school day. The teachers will each focus on TEKS as a specialty and the scholars will rotate between those teachers' classes. Strategy's Expected Result/Impact: Scholars will show growth on their EOC and the campus will have an increase of scholars earning "Approaches" or higher. Staff Responsible for Monitoring: Assistant principal, instructional specialist, teacher and principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Feb	Apr	June	Aug
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities

Performance Objective 1: By the end of the 2024 - 2025 school year, increase the percentage of scholars participating in extra-curricular or co-curricular activities to 90%, through targeted outreach, expanding activity offerings, and providing support for student engagement. This will be measured by tracking student participation rates and ensuring that a variety of inclusive opportunities are available for all students to join based on their interests. Regular monitoring and feedback from students will guide adjustments to programs to meet the needs of the school community.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Once per semester CHHS will host a KICC (Kids Involved in Campus Clubs) Week where student sponsors for clubs and organizations will recruit scholars to be a part of their organization. Strategy's Expected Result/Impact: Increased participation in clubs and organizations. Staff Responsible for Monitoring: Sponsors, assistant principal, coaches and [principal]. ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Feb	Apr	June	Aug
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					